



# Dove Academy College Preparatory

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

4530 N. Central Ave, Phoenix, AZ 85012

Dove Learning, Inc.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2004-05 N/A  
2003-04 Not Evaluated  
2002-03 New School

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Dr. Shaloma A. Gray  
Schedule : 07:00 AM to 04:00 PM  
Grades : Pre-K-9  
2005 Enrollment : 189  
Web Address : [www.doveacademy.com](http://www.doveacademy.com)  
Phone Number : (602) 234-2130  
Fax Number : (602) 234-2133  
E-mail : [info@doveacademy.com](mailto:info@doveacademy.com)

### Mission

'Just Love Them'

We are here every step of the way and at no time will your child have the option to fail. All work is expected to be completed on time and we take the responsibility of making sure this goal is met. We will challenge your student. We will help them reach their expected academic goals. We will not give up on them. We will require responsibility and accountability. Our expectations are high and for an important reason. THAT REASON IS YOUR CHILD.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2004-05 N/A  
2003-04 Met  
2002-03 Met

#### School Improvement Status (b)

2004-05 N/A  
2003-04 N/A  
2002-03 N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü Dove Academy provides a technology based curriculum that is aligned with the state and national standards. Dove Academy's curricular goals include: cultivating leadership, self-direction, academic achievement and enhancing critical thinking skills.
- ü To ensure a successful learning environment for all students, Dove Academy College Preparatory provides its teachers with effective curriculum techniques, materials, tools, and extensive professional development throughout the year.
- ü Supporting all students in the process of discovering their path in life by preparing them for college, providing guidance with financial aid, scholarship, loan programs and internships.
- ü To guarantee the success of all students Dove Academy Develops a positive and productive relationship with parents and their families.

### Enrollment

October 1, 2004 School Year Student Enrollment : 174  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2004-05 : 137

## Instructional Programs

- ü Daily Assessment of Student Achievement
- ü Successful Curriculum Design Techniques
- ü Successful School Wide Methodology
- ü Successful School Wide Pedagogy
- ü Successful College Preparation Program
- ü Distinctive Honors Program Ages 16-18

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	9/6/2005
Last Day of School :	6/14/2006

## Shared Responsibilities

### School

At Dove Academy, the partnership between teachers and parents is the power that reinforces our mission and assurance of student achievement. Dove Academy involves parents through on-going, current communication. We have a parent link program that bridges any possible gap in communication. We offer communication by telephone, internet, postal service, and technology based parent communication service.

### Parents

In acknowledgement of much reliable research proving that parental involvement raises the academic achievement of students, Dove Academy College Preparatory encourages involvement of parents through an active parent volunteer program, family resource center and an active parent involvement policy.

## Transportation Policy

Dove Academy provides transportation to students who live outside the Central Phoenix area. Transportation is provided in North, South, East and West Phoenix areas. A free morning and after school program is offered to students who may not meet transportation guidelines or when transportation is at capacity.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü The Dove Award	2005
ü The Literacy Achievement Award	2005
ü The Golden Apple Award	2005
ü The Lamp of Knowledge Award	2005

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	16	79306	--	80	99	--	400	445	--	36	10	--	43	18	--	21	51	--	0	20
All Students (Prior Year)	20	20	75509	100	100	100	589	589	521	0	0	13	5	5	23	15	15	33	80	80	31
Female	--	11	38691	--	92	99	--	393	446	--	33	10	--	56	18	--	11	52	--	0	20
Male	--	NC	40583	--	NC	99	--	NC	445	--	NC	11	--	NC	18	--	NC	50	--	NC	21
African American	--	NC	4041	--	NC	99	--	NC	426	--	NC	17	--	NC	23	--	NC	50	--	NC	10
Hispanic	--	NC	32869	--	NC	99	--	NC	429	--	NC	15	--	NC	25	--	NC	51	--	NC	10
Asian/Pacific Islander	--	--	1935	--	--	99	--	--	474	--	--	3	--	--	9	--	--	48	--	--	40
American Indian/Alaskan Native	--	--	4264	--	--	100	--	--	419	--	--	19	--	--	30	--	--	45	--	--	6
White	--	NC	36197	--	NC	99	--	NC	463	--	NC	5	--	NC	11	--	NC	53	--	NC	31
Students with Disabilities	--	--	10321	--	--	100	--	--	389	--	--	30	--	--	27	--	--	34	--	--	9
Students without Disabilities	--	15	69060	--	75	98	--	400	454	--	36	7	--	43	17	--	21	54	--	0	22
Limited English Proficient Students	--	--	15509	--	--	100	--	--	406	--	--	20	--	--	30	--	--	45	--	--	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	--	NC	39415	--	NC	96	--	NC	431	--	NC	15	--	NC	25	--	NC	50	--	NC	10
Non-Economically Disadvantaged	--	14	39966	--	100	100	--	403	459	--	33	6	--	42	12	--	25	52	--	0	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	16	79395	--	0	99	--	410	446	--	21	9	--	43	25	--	36	55	--	0	11
All Students (Prior Year)	20	20	75492	100	100	100	532	532	519	0	0	12	5	5	16	60	60	47	35	35	24
Female	--	11	38743	--	0	100	--	404	451	--	22	7	--	44	24	--	33	57	--	0	12
Male	--	NC	40618	--	NC	99	--	NC	440	--	NC	11	--	NC	27	--	NC	53	--	NC	9
African American	--	NC	4052	--	NC	100	--	NC	434	--	NC	11	--	NC	29	--	NC	54	--	NC	6
Hispanic	--	NC	32915	--	NC	99	--	NC	426	--	NC	15	--	NC	35	--	NC	47	--	NC	4
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	468	--	--	3	--	--	14	--	--	63	--	--	19
American Indian/Alaskan Native	--	--	4271	--	--	100	--	--	420	--	--	15	--	--	42	--	--	41	--	--	2
White	--	NC	36221	--	NC	99	--	NC	465	--	NC	4	--	NC	15	--	NC	63	--	NC	17
Students with Disabilities	--	--	10331	--	--	100	--	--	388	--	--	25	--	--	37	--	--	34	--	--	4
Students without Disabilities	--	15	69139	--	0	99	--	410	454	--	21	7	--	43	24	--	36	58	--	0	11
Limited English Proficient Students	--	--	15545	--	--	100	--	--	399	--	--	21	--	--	42	--	--	35	--	--	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	--	NC	39484	--	NC	96	--	NC	429	--	NC	14	--	NC	35	--	NC	47	--	NC	4
Non-Economically Disadvantaged	--	14	39986	--	0	100	--	410	461	--	25	4	--	33	16	--	42	63	--	0	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	16	78869	--	80	99	--	416	442	--	7	6	--	36	21	--	57	63	--	0	10
All Students (Prior Year)	20	20	75053	100	100	99	548	548	597	5	5	7	25	25	12	70	70	72	0	0	9
Female	--	12	38536	--	100	99	--	423	458	--	0	4	--	40	15	--	60	67	--	0	14
Male	--	NC	40302	--	NC	99	--	NC	428	--	NC	8	--	NC	26	--	NC	60	--	NC	7
African American	--	NC	4015	--	NC	99	--	NC	430	--	NC	8	--	NC	24	--	NC	61	--	NC	7
Hispanic	--	NC	32606	--	NC	98	--	NC	426	--	NC	8	--	NC	27	--	NC	60	--	NC	5
Asian/Pacific Islander	--	--	1925	--	--	99	--	--	471	--	--	3	--	--	11	--	--	64	--	--	22
American Indian/Alaskan Native	--	--	4245	--	--	100	--	--	423	--	--	9	--	--	26	--	--	61	--	--	4
White	--	NC	36078	--	NC	99	--	NC	459	--	NC	4	--	NC	16	--	NC	66	--	NC	14
Students with Disabilities	--	--	10246	--	--	100	--	--	367	--	--	18	--	--	39	--	--	40	--	--	4
Students without Disabilities	--	15	68697	--	75	98	--	416	454	--	7	4	--	36	18	--	57	67	--	0	11
Limited English Proficient Students	--	--	15339	--	--	100	--	--	399	--	--	11	--	--	31	--	--	54	--	--	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	--	NC	39106	--	NC	95	--	NC	427	--	NC	8	--	NC	28	--	NC	59	--	NC	5
Non-Economically Disadvantaged	--	15	39837	--	100	100	--	416	457	--	8	4	--	38	14	--	54	67	--	0	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	18	78906	--	82	99	--	435	498	--	65	13	--	24	19	--	12	48	--	0	20
All Students (Prior Year)	18	18	76019	100	100	100	424	424	499	72	72	14	28	28	39	0	0	14	0	0	33
Female	--	12	38644	--	92	99	--	429	500	--	73	12	--	18	19	--	9	49	--	0	19
Male	--	NC	40236	--	NC	99	--	NC	497	--	NC	15	--	NC	19	--	NC	46	--	NC	20
African American	--	NC	4087	--	NC	99	--	NC	481	--	NC	20	--	NC	24	--	NC	45	--	NC	11
Hispanic	--	NC	31938	--	NC	99	--	NC	481	--	NC	19	--	NC	25	--	NC	46	--	NC	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	--	--	4593	--	--	100	--	--	467	--	--	26	--	--	29	--	--	39	--	--	6
White	--	NC	36483	--	NC	99	--	NC	517	--	NC	7	--	NC	13	--	NC	51	--	NC	30
Students with Disabilities	--	NC	10664	--	NC	100	--	NC	430	--	NC	42	--	NC	27	--	NC	26	--	NC	5
Students without Disabilities	--	15	68310	--	88	98	--	438	509	--	57	9	--	29	18	--	14	51	--	0	22
Limited English Proficient Students	--	--	12573	--	--	100	--	--	454	--	--	27	--	--	30	--	--	38	--	--	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	--	NC	38679	--	NC	96	--	NC	483	--	NC	20	--	NC	25	--	NC	45	--	NC	10
Non-Economically Disadvantaged	--	10	40295	--	91	100	--	430	513	--	78	7	--	22	13	--	0	50	--	0	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	18	78908	--	0	99	--	442	484	--	41	10	--	35	23	--	24	58	--	0	9
All Students (Prior Year)	18	18	76020	100	100	100	473	473	503	83	83	25	11	11	23	6	6	40	0	0	12
Female	--	12	38648	--	0	99	--	433	489	--	55	8	--	27	22	--	18	61	--	0	10
Male	--	NC	40233	--	NC	99	--	NC	479	--	NC	12	--	NC	25	--	NC	55	--	NC	8
African American	--	NC	4092	--	NC	99	--	NC	473	--	NC	12	--	NC	28	--	NC	54	--	NC	5
Hispanic	--	NC	31940	--	NC	99	--	NC	465	--	NC	16	--	NC	32	--	NC	49	--	NC	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	--	--	4569	--	--	100	--	--	457	--	--	18	--	--	39	--	--	41	--	--	2
White	--	NC	36502	--	NC	99	--	NC	502	--	NC	4	--	NC	14	--	NC	67	--	NC	15
Students with Disabilities	--	NC	10665	--	NC	100	--	NC	423	--	NC	30	--	NC	36	--	NC	31	--	NC	2
Students without Disabilities	--	15	68312	--	0	98	--	449	493	--	29	7	--	43	21	--	29	62	--	0	10
Limited English Proficient Students	--	--	12556	--	--	100	--	--	436	--	--	24	--	--	40	--	--	35	--	--	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	--	NC	38662	--	NC	96	--	NC	468	--	NC	16	--	NC	32	--	NC	49	--	NC	3
Non-Economically Disadvantaged	--	10	40315	--	0	100	--	442	498	--	33	5	--	44	15	--	22	66	--	0	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	17	78750	--	77	99	--	457	500	--	13	6	--	69	29	--	19	63	--	0	2
All Students (Prior Year)	18	18	75673	100	100	100	480	480	530	28	28	12	17	17	25	56	56	58	0	0	4
Female	--	10	38586	--	77	99	--	463	515	--	0	4	--	89	22	--	11	71	--	0	3
Male	--	NC	40135	--	NC	99	--	NC	486	--	NC	8	--	NC	35	--	NC	56	--	NC	1
African American	--	NC	4081	--	NC	99	--	NC	488	--	NC	8	--	NC	32	--	NC	59	--	NC	2
Hispanic	--	NC	31841	--	NC	99	--	NC	483	--	NC	8	--	NC	36	--	NC	55	--	NC	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	--	--	4586	--	--	100	--	--	481	--	--	8	--	--	37	--	--	54	--	--	1
White	--	NC	36440	--	NC	99	--	NC	516	--	NC	3	--	NC	22	--	NC	71	--	NC	4
Students with Disabilities	--	NC	10622	--	NC	100	--	NC	415	--	NC	21	--	NC	50	--	NC	28	--	NC	1
Students without Disabilities	--	13	68196	--	76	98	--	477	513	--	0	3	--	75	25	--	25	69	--	0	3
Limited English Proficient Students	--	--	12504	--	--	100	--	--	451	--	--	12	--	--	44	--	--	43	--	--	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	--	NC	38558	--	NC	96	--	NC	485	--	NC	8	--	NC	37	--	NC	54	--	NC	1
Non-Economically Disadvantaged	--	10	40260	--	91	100	--	454	514	--	11	3	--	78	21	--	11	72	--	0	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

## 8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	26	78250	--	81	99	--	495	548	--	73	21	--	14	18	--	14	48	--	0	13
All Students (Prior Year)	28	28	75001	100	100	99	425	425	468	79	79	37	21	21	36	0	0	16	0	0	10
Female	--	18	38071	--	82	99	--	498	549	--	67	20	--	20	19	--	13	49	--	0	12
Male	--	NC	40126	--	NC	99	--	NC	547	--	NC	23	--	NC	17	--	NC	46	--	NC	14
African American	--	20	4058	--	91	99	--	493	523	--	69	32	--	19	22	--	13	41	--	0	5
Hispanic	--	NC	29129	--	NC	99	--	NC	527	--	NC	32	--	NC	23	--	NC	40	--	NC	6
Asian/Pacific Islander	--	NC	1747	--	NC	100	--	NC	589	--	NC	9	--	NC	9	--	NC	50	--	NC	32
American Indian/Alaskan Native	--	NC	4996	--	NC	100	--	NC	518	--	NC	36	--	NC	25	--	NC	36	--	NC	4
White	--	NC	38320	--	NC	99	--	NC	568	--	NC	12	--	NC	14	--	NC	55	--	NC	19
Students with Disabilities	--	NC	9329	--	NC	100	--	NC	454	--	NC	64	--	NC	18	--	NC	16	--	NC	2
Students without Disabilities	--	23	68996	--	82	99	--	500	561	--	68	16	--	16	18	--	16	52	--	0	14
Limited English Proficient Students	--	--	10133	--	--	100	--	--	488	--	--	45	--	--	25	--	--	28	--	--	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	--	14	33388	--	64	94	--	496	530	--	71	32	--	14	22	--	14	40	--	0	5
Non-Economically Disadvantaged	--	12	44937	--	100	100	--	491	561	--	75	13	--	13	15	--	13	54	--	0	18

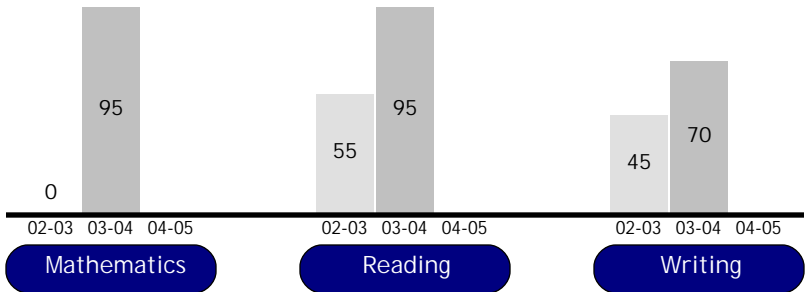
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	26	78302	--	0	99	--	491	512	--	23	11	--	27	25	--	50	57	--	0	7
All Students (Prior Year)	25	25	74918	100	100	99	462	462	497	56	56	32	24	24	19	20	20	35	0	0	15
Female	--	18	38082	--	0	99	--	490	518	--	27	8	--	20	24	--	53	61	--	0	7
Male	--	NC	40166	--	NC	99	--	NC	507	--	NC	14	--	NC	26	--	NC	54	--	NC	6
African American	--	20	4064	--	0	100	--	486	498	--	25	14	--	25	29	--	50	54	--	0	3
Hispanic	--	NC	29152	--	NC	99	--	NC	492	--	NC	17	--	NC	34	--	NC	46	--	NC	2
Asian/Pacific Islander	--	NC	1746	--	NC	100	--	NC	542	--	NC	5	--	NC	13	--	NC	66	--	NC	16
American Indian/Alaskan Native	--	NC	4993	--	NC	100	--	NC	484	--	NC	19	--	NC	38	--	NC	42	--	NC	1
White	--	NC	38347	--	NC	99	--	NC	531	--	NC	5	--	NC	17	--	NC	68	--	NC	10
Students with Disabilities	--	NC	9353	--	NC	100	--	NC	429	--	NC	40	--	NC	38	--	NC	22	--	NC	1
Students without Disabilities	--	23	69024	--	0	99	--	494	524	--	16	7	--	32	23	--	53	62	--	0	7
Limited English Proficient Students	--	--	10140	--	--	100	--	--	451	--	--	28	--	--	43	--	--	29	--	--	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	--	14	33398	--	0	94	--	502	495	--	14	18	--	29	35	--	57	46	--	0	2
Non-Economically Disadvantaged	--	12	44979	--	0	100	--	472	525	--	38	6	--	25	18	--	38	66	--	0	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	28	78094	--	88	99	--	522	545	--	0	3	--	32	18	--	68	77	--	0	2
All Students (Prior Year)	20	20	74503	80	80	99	453	453	491	10	10	9	55	55	32	35	35	51	0	0	8
Female	--	20	38025	--	91	99	--	532	558	--	0	2	--	27	13	--	73	82	--	0	2
Male	--	NC	40013	--	NC	99	--	NC	534	--	NC	5	--	NC	23	--	NC	71	--	NC	1
African American	--	22	4037	--	100	99	--	521	532	--	0	4	--	38	22	--	63	73	--	0	1
Hispanic	--	NC	29068	--	NC	99	--	NC	523	--	NC	5	--	NC	27	--	NC	67	--	NC	1
Asian/Pacific Islander	--	NC	1743	--	NC	100	--	NC	577	--	NC	2	--	NC	9	--	NC	82	--	NC	8
American Indian/Alaskan Native	--	NC	4981	--	NC	100	--	NC	526	--	NC	4	--	NC	25	--	NC	70	--	NC	0
White	--	NC	38265	--	NC	99	--	NC	564	--	NC	2	--	NC	11	--	NC	84	--	NC	3
Students with Disabilities	--	NC	9275	--	NC	100	--	NC	444	--	NC	14	--	NC	46	--	NC	39	--	NC	1
Students without Disabilities	--	25	68892	--	89	98	--	528	559	--	0	2	--	26	14	--	74	82	--	0	2
Limited English Proficient Students	--	--	10084	--	--	100	--	--	474	--	--	10	--	--	39	--	--	50	--	--	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	--	14	33296	--	64	94	--	529	527	--	0	5	--	21	27	--	79	67	--	0	0
Non-Economically Disadvantaged	--	14	44871	--	100	100	--	510	559	--	0	2	--	50	12	--	50	84	--	0	3

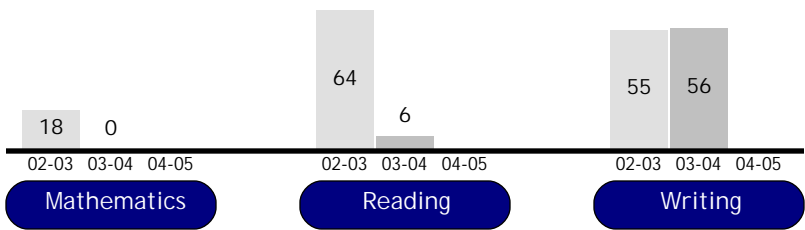
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

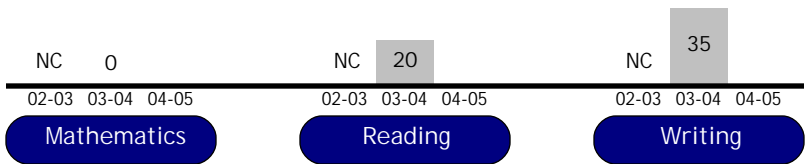
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	N
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	--	--	--	50	77	74	NA	58	--	--	15	47
	Language	--	--	--	43	77	68	68	50	--	--	11	47
	Mathematics	--	--	--	57	77	62	62	64	--	--	20	50
3	Reading	--	--	--	47	100	53	NA	55	--	--	23	44
	Language	--	--	--	54	100	71	71	61	--	--	24	44
	Mathematics	--	--	--	54	100	45	45	61	--	--	26	51
4	Reading	--	--	--	52	100	29	NA	56	--	--	28	48
	Language	--	--	--	48	100	22	22	52	--	--	31	49
	Mathematics	--	--	--	57	100	23	23	61	--	--	25	53
5	Reading	--	--	--	50	72	15	NA	55	--	--	28	50
	Language	--	--	--	46	78	12	12	49	--	--	25	50
	Mathematics	--	--	--	57	78	13	13	63	--	--	21	49
6	Reading	--	--	--	53	100	32	NA	56	--	--	31	51
	Language	--	--	--	45	100	16	16	48	--	--	20	47
	Mathematics	--	--	--	62	100	27	27	66	--	--	16	52
7	Reading	--	--	--	51	100	36	NA	54	--	--	31	50
	Language	--	--	--	54	100	40	40	58	--	--	31	52
	Mathematics	--	--	--	58	100	29	29	62	--	--	21	50
8	Reading	--	--	--	53	100	32	NA	55	--	--	39	51
	Language	--	--	--	49	100	31	31	52	--	--	35	50
	Mathematics	--	--	--	58	100	27	27	61	--	--	23	53
9	Reading	--	--	--	41	100	39	NA	42	--	--	48	51
	Language	--	--	--	42	100	33	33	42	--	--	40	50
	Mathematics	--	--	--	60	100	62	62	63	--	--	35	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."



# Dove Academy College Preparatory

## School Site Council

### Council Composition

### Council Duties

School Administrator(s)	Ü
Non-certified Employee(s)	Ü
Teacher(s)	Ü
Parent(s)	Ü
Community Member(s)	Ü
Student(s)	Ü

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	9.00
Other Professional Staff	3.00	Teacher Aide	8.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	0	0	0	0
4 to 6 years	4	3	0	0
7 to 9 years	0	0	0	0
10 or more years	0	0	2	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	55
Teachers with Emergency Certificaton.	4
Percent of teachers in the school with Emergency/Provisional Certification	44%
Percent of core classes not taught by Highly Qualified Teachers	0%

## Resources Available at School Site

### Special Facilities

Ü Library	Ü Technology based curriculum
Ü Computer Labs	Ü Media

### Extracurricular Activities

Ü Music/Band	Ü Theater
Ü The Arts	Ü Dance
Ü College Preparation	Ü Student Council
Ü Sports	Ü Spirit

### Social Services

Ü The Phoenix Public Library Partnership	Ü College Enrichment Program
Ü Attendance Achievement Committee	Ü Family Resource Program
Ü Parent Involvement Policy	
Ü After School Enrichment Program	

## Indicators of Success Based on Historical Data from 2004-05

## School Achievements/Accomplishments 2004-05

Ü A Dove Academy Parent made the following statement:

"I don't know what I would have done without this school. We were homeless and the Dove Academy Family Resource Program found housing and other resources for our family."

Ü A Dove Academy parent made the following statement:

"I love this school. The people are nice here. The name of this school should be changed to Love Academy."

Ü Dove Academy's Literacy based program continues to enhance student achievement.

## Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	92	95	94	95
Transfers Out Rates <sup>5</sup>	26	12	12	17
Transfers In Rate <sup>6</sup>	19	28	28	37
Stability Rate <sup>7</sup>	73	87	87	82
Promotion Rate <sup>8</sup>	64	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

The entire Dove Academy staff has received fingerprint clearances, as well as drug and alcohol testing. We are a safe and drug-free school! We have a one hundred percent ID check. Every person picking up a student will be required to provide identification. We have included in our school safety program a plan to place cameras in every classroom, hallway, and entrance area of the school.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council		
Transportation Policy	Rose Contreas	(602) 234-2130
Community Resources	Judy Gaunt	(602) 234-2130
School Nutrition Programs	Judy Gaunt	(602) 234-2130
Parent Organization	Mrs. Watts	(602) 234-2130
Student Health/Nurse	Judy Feacher	(602) 234-2130

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.